



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Directorate of Government Schools
Reviews
Short Review Report**

**Al-Budaiya Primary Boys School
Bani Jamrah - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 3-5 March 2014
SG133-C2-R157**

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Al-Budaiya Primary Boys School															
School's type		Government															
Year of establishment		1935															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	632	Girls	-				Total	632							
Students' social background		Majority of students come from average-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	5	3	4	3	3	5	-	-	-	-	-	-				
Town /Village		Bani Jamrah															
Governorate		Northern															
Number of administrative staff		9															
Number of teaching staff		64															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		4 years															
External assessment and examinations		MoE English examination for Grade 6 and QQA national examinations.															
Accreditation (if applicable)		-															
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		206				60				1				25			

Major recent changes in the school	<ul style="list-style-type: none">• New appointments in 2013-2014:<ul style="list-style-type: none">- a deputy principal- senior teacher for science- 6 teachers: 3 English, 1 social studies, 1 information technology, 1 class teaching.• 97 students from Al-Quraiya village joined the school.
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 4 Inadequate

Overall effectiveness remains inadequate, as in the April 2010 review following two monitoring visits and achieving 'sufficient progress' in the second. Effective external support is needed. Ineffective teaching and learning strategies adversely impact students' achievements. Students are not offered enough opportunities to acquire the main skills and their educational needs are not effectively met due to poor assessment techniques. Ineffective classroom management reduces students' participation in lessons, and negatively affects development of their self-confidence. Developing work priorities in the school's plans, to meet students' educational needs, is not clear. Limited support and guidance programmes, especially for low achievers, greatly impacts overall effectiveness, especially teaching and learning processes. Students' awareness and appropriate behaviour play an important role in making them feel safe and secure. Parents and children are satisfied with the school's provision.

- How strong is the school's capacity to improve?**

Grade: 4 Inadequate

The school's capacity to improve is inadequate. Its vision, which focuses on enjoyable learning especially in lessons, is not practiced. In cooperation with the external support improvement team, the school applies comprehensive self-assessment based on the 'Bahraini Distinguished School' criteria but does not use the results to build its plans or develop performance through specifying priorities. Despite improvements in controlling students' behaviour, enhancing positive attitudes and manners and creating a safe environment, the school faces significant challenges. These include students' weak standards, their low mastery of basic skills, lack of effective teaching and learning processes, instability of teaching staff, inconsistency of middle leadership in improving performance and the significant number of students who recently joined the school. These challenges adversely affect the school's capacity to improve, requiring further active external support.

The school's main strengths

- Students' adequate awareness and their disciplined behaviour, reflecting in their feeling of being safe and secure.

Recommendations

In order to improve, the school should:

- further use of external support to ensure raising overall effectiveness
- focus on work priorities by making utmost use of the existing self-evaluation to build a strategic plan that includes clear performance indicators and accurate follow-up and assessment mechanisms
- raise students' academic achievement by following up and monitoring the impact of professional development programmes in order to develop the teaching and learning process, to include:
 - enabling students to acquire the basic skills in all subjects
 - more effective classroom management to ensure students are provided with sufficient opportunities to contribute in lessons
 - enhancing students' self-confidence and making them responsible for their learning through educational activities
 - making use of the varied assessment techniques to diagnose students' different educational needs and develop effective strategies to meet them.
- support and guide different groups of students, in order to meet their educational needs in lessons and in school programmes.